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ABSTRACT

A study was conducted to determine the extent to which English-related instruction occurs as part of instruction in five state-approved business courses at the secondary level in Louisiana. Specifically, the study identified instructional objectives in the business courses that are similar to competencies taught in English courses and determined the amount of time spent in the business courses on English-related instruction. The research identified possible English-related objectives among those listed for courses called Clerical Practice, Cooperative Office Education, Word Processing, Shorthand I, and Typing I. The study also identified all objectives in the English Language Arts Curriculum Guide for grades 7-12 that appeared related to at least one of the five business courses. On survey instruments, a sample of business education teachers was asked to indicate whether the identified objectives were English-related and how much time they spent teaching them. A sample of English teachers also was asked to indicate whether the business objectives were English-related. Results indicate that the business teachers identified more than 100 objectives they considered to be English-related, and the English teachers agreed. In addition, it was found that Louisiana business teachers devote a significant portion of their instructional time to objectives within the vocabulary, comprehension, composition, writing mechanics, language structure and usage, and study skills domains. (CML)

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RESEARCH

1988
Office of Vocational Education

Identification of English-Related Competencies Taught in Vocational Business Programs in Louisiana

LOUISIANA DEPARTMENT OF EDUCATION

THOMAS G. CLAUSEN, Ph.D.
State Superintendent

ED 311196

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PROJECT TITLE

Identification of English-Related Competencies Taught in Vocational Business Programs in Louisiana

PROJECT DIRECTOR

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Funded by
The State of Louisiana
Department of Education
Office of Vocational Education

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Date February, 1988

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FOREWORD

This research report, "Identification of English-Related Competencies Taught in Vocational Business Programs in Louisiana," was produced as a result of a project funded by the Louisiana State Department of Education to Nicholls State University of Louisiana. The report was prepared after a review of the literature and included a survey of selected Louisiana business teachers and Louisiana English teachers in the public secondary schools.

The report was prepared for the express purpose of identifying English-related instructional objectives in five of the approved business courses at the secondary level and determining the amount of time spent on English-related instruction in those courses. The project involved examination of business courses including Clerical (office) Practice, Cooperative Office Education (COE), Word Processing, Shorthand I, and Typing II.

Thomas G. Clausen

Thomas G. Clausen, Ph.D.
State Superintendent of Education

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Elaine Webb, Ed.D.
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INTRODUCTION

Considerable attention is being given to "getting back to basics" in secondary education. This attention to basics has resulted in revisions in high school curricula in many states. The revisions in curriculum frequently increase mathematics, science, and English requirements. As in other states, an increase in the number of required courses results in less elective courses an individual student may select.

All business courses in the Louisiana secondary curriculum are elective courses. Consequently, enrollments in business courses at the secondary level have decreased as the number of required courses has increased, even though Louisiana allows a credit in Business English to satisfy the requirement for a fourth unit in English. Business teachers have long contended that English competencies are taught not only in Business English but also in other business courses as well.

Sharing of information between disciplines within an individual school system is often based on what one or two teachers do in their classrooms at that school. While this may accurately reflect the nature of work being completed in similar classrooms across the state, this is not always the case. More complete information concerning business course content is needed for sharing between English and Business Education disciplines. Incomplete knowledge of business curricula and its content is one of the factors that has contributed to declining enrollments in business programs.

The purpose of this project was to identify instructional objectives which are English-related in five of the approved business courses

at the secondary level: Clerical (office) Practice, Cooperative Office Education (COE), Word Processing, Shorthand I, and Typing II. Secondary business teachers and secondary English teachers identified those objectives which were viewed as English-related.

The following objectives were identified for the project:

1. Select a sample of vocational business teachers knowledgeable of instructional objectives in Clerical Practice, Cooperative Office Education (COE), Word Processing, Shorthand I, and Typing II.

2. Select a limited number of personnel knowledgeable of the instructional objectives taught in high school English courses.

3. Determine those business objectives which overlap with objectives taught in high school English courses.

4. Determine the amount of time spent teaching objectives that contain English-related instruction.

5. Prepare a complete written report for State Department of Education personnel and an appropriate Parish Supervisor in each Louisiana parish. In addition, prepare an Executive Summary in brochure format for distribution to local school districts.

PROCEDURES

An advisory committee was formed to guide the primary researcher in the project. The committee met two times during the project period to review the objectives of the project, offer suggestions for completion of the study, and evaluate whether proposed objectives had been accomplished. The advisory committee consisted of secondary teachers in business and English, State Department personnel in business and

English, and university personnel involved in business and English teacher education.

A sample of vocational business teachers was selected to participate in the study. Using information from State Department of Education records concerning teaching responsibilities, 25 business teachers were identified for each of the five business courses included in the study. Thus a total of 125 business teachers were included in the survey population.

A sample of English teachers was also selected to participate in the study. Twenty teachers were selected from a list of approximately 40 teachers nominated by State Department of Education personnel.

Instructional objectives in Clerical Practice, COE, Word Processing, Shorthand I, and Typing II were reviewed, and those the researcher considered English-related were identified. Objectives evaluated included those found in Competency-Based Business Education, Bulletin 1662, for Clerical Practice, Shorthand I, and Typing II. Bulletin 1246, Competency-Based Cooperative Office Education, was used for COE; Bulletin 1699, Competency-Based Word Processing, was used for Word Processing objectives. A survey instrument which listed each objective so identified was prepared for each of the five courses. Each instrument was designed so that the respondent could simply indicate agreement or disagreement with the label of English-related. Copies of these survey instruments may be found in Appendices A, B, C, D, and E.

Using the English Language Arts Curriculum Guide (Grades 7-12), Bulletin 1795, the researcher identified all objectives which appeared related to at least one of the five business courses. These English

Language Arts objectives were arranged and presented in a second major survey instrument. (See Appendix F.) This instrument was designed so that the business teacher was asked to read each objective and indicate the amount of time spent teaching the topic or objective during the academic year in a particular business course. Teachers were asked to indicate what they did in their individual classrooms. Business teachers only received this instrument.

A pilot study was conducted prior to distribution of the final instruments. Twenty business teachers reviewed the instruments for clarity of directions and suggestions for objectives to eliminate or add to the final instruments. Based on responses from the pilot survey, no objectives were eliminated from the materials gathered from the business education curriculum guides. Two objectives gathered from the English curriculum guides were eliminated in the final instrument.

The final instruments were mailed in August, 1987. Each business teacher received two survey instruments: Part A contained objectives related to one of the five business courses in the study, and Part B contained English Language Arts objectives. Part B was to be filled out only in relation to the particular business course identified in Part A. A follow-up was mailed approximately three weeks later.

In September, 1987, twenty English teachers each received all five survey instruments that contained specific business course objectives. The teachers were directed to read each objective on each sheet and simply indicate if they agreed or disagreed that it was English-related.

Returns were analyzed, and English teacher responses were compared with those of business teachers to validate which objectives both groups

considered English-related. Business teacher responses concerning amount of time spent teaching English objectives were also analyzed for reporting purposes.

ENGLISH-RELATED BUSINESS OBJECTIVES

Louisiana business teachers and English teachers agree on what business objectives are English-related to a very high degree. For each of the five business courses included in the study, those objectives identified by at least 75 percent of the business teacher respondents and/or 75 percent of the English teacher respondents are included in the findings section. Each table of objectives contains a column reporting percentage of business teachers identifying each objective as English-related. Adjacent columns report the percentage of English teachers identifying each objective as English-related.

Shorthand I

Thirteen business teachers responded to the Shorthand I questionnaire. Business teacher agreement percentages are based on these 13 respondents. English teacher agreement percentages are based on 14 respondents. Appendix A presents the entire survey instrument for Shorthand I.

Of the nine objectives included in the survey instrument, the five presented in Table 1 were viewed as English-related by 100 percent of the business teachers responding. English teachers also indicated 100 percent agreement with three of these five objectives. Each of the four remaining objectives presented in Table 2 were viewed by at least 77

Table 1

English-Related Shorthand Objectives
100% Identification Level

Shorthand I Objectives	English-Related Business %	English-Related English %
4. Take dictation of practiced text shorthand plate material for two minutes and transcribe on the typewriter with 95 percent accuracy.	100	86
5. Spell (each week) in longhand words selected from daily assignments.	100	100
7. Take previewed new-matter dictation and transcribe on the typewriter with 95 percent accuracy.	100	79
8. Insert the correct punctuation when given typewritten letters without punctuation.	100	100
9. Write in shorthand and transcribe 3 short letters. Students must transcribe at least one mailable letter in 30 minutes.	100	100

Table 2

English-Related Shorthand Objectives
75-99% Identification Level

Shorthand I Objectives	English-Related Business %	English-Related English %
1. Transcribe on the typewriter practiced shorthand plate material for three minutes (transcription errors and typing errors counted).	92	64
2. Read and write from shorthand plates each lesson.	85	71
3. Transcribe on the typewriter from homework notes for three minutes (all errors counted).	85	93
6. Write (each week) in sentences words selected from daily assignments.	77	100

percent of the business teacher respondents as English-related. English teachers more readily considered an objective of writing words in sentences as English-related than did the business teacher respondents. All nine objectives on the original survey were classified as being readily recognized as English-related.

Clerical Practice

Fifteen business teachers responded to the Clerical Practice questionnaire. Agreement percentages are based on those 15 respondents. English teacher agreement percentages are based on 14 respondents. Appendix B presents the entire survey instrument for Clerical Practice.

Of the 31 objectives included in the survey instrument, the ten objectives presented in Table 3 were viewed as English-related by 100 percent of the business teachers responding. English teachers also indicated 100 percent agreement with six of these ten objectives. Twelve of the 14 objectives in Table 4 were identified as English-related by at least 80 percent of the business teacher respondents. A higher percentage of English teachers viewed objectives 25 and 28 as English-related than did business teachers. Of the 31 original objectives, 24 were specifically perceived as English-related.

Cooperative Office Education

Fourteen COE teachers responded to the COE questionnaire; business teacher percentages are based on these 14 respondents. English teacher percentages are also based on 14 respondents. Appendix C presents the entire survey instrument for Cooperative Office Education.

Table 3

English-Related Clerical Office Practice Objectives
100% Identification Level

Clerical Office Practice Objectives	English-Related Business %	English %
2. Identify the qualifications necessary for varied clerical office positions by writing a report giving the job description of general clerks, clerk typists, stenographers, and transcribing machine operators.	100	100
7. Demonstrate knowledge of letter and punctuation styles by typing letters in various styles with no more than one uncorrected letter.	100	100
14. Name and use the techniques of good office communication and correct language.	100	100
17. Transcribe messages and documents from equipment available in classroom. (Acceptable work based on typing accuracy, attractive arrangement, spelling, punctuation, and division of words, rules of grammar, proofreading, following directions.)	100	100
20. Plan a business trip for an executive with travel information given (itinerary, method of transportation, completion of expense forms, reservation confirmation, travel funds needed).	100	64
24. Type a technical or medical report in acceptable form with no uncorrected errors.	100	86
27. Type a legal document with no uncorrected errors.	100	86
29. Demonstrate ability to compose at the typewriter, producing a two-page unbound manuscript on an assigned topic with all errors corrected.	100	100
30. Complete an application form with 100 percent accuracy, using recommended techniques.	100	86
31. Compose and type a letter of application and a personal data sheet with 100 percent accuracy.	100	100

Table 4

English-Related Clerical Office Practice Objectives
75-99% Identification Level

	Clerical Office Practice Objectives	English-Related Business %	English-Related English %
3.	Reinforce skills in typing and proofreading by typing letters/manuscripts with 100 percent accuracy.	93	100
4.	Proofread rough drafts and identify errors.	93	100
6.	Demonstrate knowledge of the letter placement table by typing letters with no more than one uncorrected error.	93	86
8.	Make necessary corrections in rough draft letters and type in style of student's choice.	93	100
10.	Apply the rules for indexing (filing) to names of individuals and businesses.	80	100
11.	Inspect, code, and cross-reference documents.	87	86
12.	Arrange the correspondence in a file.	87	86
13.	Respond with knowledge about office policy and procedure when handling callers.	87	86
18.	Use correct techniques of handling incoming and outgoing calls.	80	93
21.	Select the most appropriate means of shipping specified items by making a report on the advantages and disadvantages of at least five means of transportation.	93	86
23.	Set up and type a tabulation problem, a table of contents, and a simple business report from rough draft with no uncorrected errors.	93	93
25.	Type a financial statement from rough draft with no uncorrected errors.	53	93
26.	Type a resolution and minutes of meetings from rough draft with no uncorrected errors.	93	93
28.	Type purchase orders, invoices, and memos with no uncorrected errors.	73	86

Of the 56 objectives included in the COE survey instrument, the 21 objectives presented in Table 5 were viewed as English-related by 100 percent of the business teachers responding. All except one of these 21 objectives (the objective of making arrangements for a business trip) were viewed as English-related by at least 86 percent of the English teachers.

Twenty-two of the 23 objectives presented in Table 6 were perceived as English-related by at least 79 percent of the business teachers. A higher percentage of English teachers considered objective 8, related to filing documents, as English-related than did business teachers. Of the 56 original objectives, 44 were clearly perceived to be English-related.

Word Processing

Twelve business teachers responded to the Word Processing questionnaire. Business teacher agreement percentages are based on these 12 respondents. English teacher agreement percentages are based on 14 respondents. Appendix D presents the entire survey instrument for Word Processing.

Of the 42 objectives included in the survey instrument, the six presented in Table 7 were viewed as English-related by all the business teacher respondents. There was also a high level of agreement among the English teachers responding.

Twenty of the twenty-eight objectives in Table 8 were perceived as English-related by at least 75 percent of the business teachers. An additional 8 objectives were perceived as English-related by the English teachers. These eight objectives related primarily to oral expression,

Table 5

English-Related Cooperative Office Education Objectives
100% Identification Level

Cooperative Office Education Objectives	English-Related Business %	English %
4. Write an acceptable method for handling each of ten incoming problem calls.	100	93
6. Apply good language skills when using word endings, adverbs, adjectives, commonly misused words, and spelling.	100	100
11. Transcribe at the typewriter items on a cassette.	100	86
15. Write scripts showing at least two communication problems and how these problems affect human relations.	100	100
18. Compose and type in class a letter of application and a personal data sheet with 100 percent accuracy.	100	100
24. Identify the underlined parts of speech in sentences provided by the teacher.	100	100
25. Rewrite incorrect sentences in correct form, using good sentence structure, proper words, proper punctuation, and proper capitalization.	100	100
27. Produce within a specified time limit a thank you letter, a letter requesting information, a letter of recommendation, a letter of acknowledgment, and a letter of congratulations.	100	100
28. Prepare interoffice memorandums, minutes, financial records, and manuscripts.	100	86
29. Present a three-to-five minute oral report in class (evaluation based on checklist containing good oral reporting techniques).	100	100
30. Answer orally questions related to a newspaper article read in a group situation.	100	100
37. Given a manuscript in rough-draft form, complete a multiple-page manuscript.	100	100
39. Transcribe (from dictation at 60-70-80 words per minute) two average-length letters in mailable copy form (in class).	100	100
40. Contribute at least one example of proper punctuation and capitalization usage for each rule.	100	100
41. Identify a list of proofreader's marks.	100	100
42. Locate typographical and subject-matter errors in sentences with 100 percent accuracy.	100	100
44. Make all arrangements for a business trip, including travel to and from a given destination, accommodations, appointments, itinerary, expense report, and follow-up tasks.	100	64
46. Compose and type letters, memorandums, and reports in class (banking related).	100	100
48. Given necessary information, compose and type letters, accident reports, and premium invoices in class with 100 percent accuracy.	100	100
50. Spell, define, and compose sentences using legal terms.	100	93
55. Spell and use correctly in sentences common medical terms.	100	100

Table 6

English-Related Cooperative Education Objectives
75-99% Identification Level

	Cooperative Office Education Objectives	English-Related Business %	English %
2.	Complete the COE student file in class (personnel records and forms) and maintain it throughout the school year with 100 percent accuracy.	86	71
3.	Contribute to a classroom discussion concerning cultivating a good telephone voice.	93	86
5.	Record information from incoming calls with 100 percent accuracy.	93	93
7.	Given a list of situations, locate the phone numbers in the telephone directory in 25 minutes.	86	79
8.	Given a group of documents, index, code, cross-reference, sort, and store the documents alphabetically, geographically, numerically, and by subject.	71	93
12.	Define terms related to human relations.	86	93
13.	Define various character traits.	79	93
16.	Distinguish between a list of discriminatory and non-discriminatory behaviors.	86	71
17.	In a class discussion, give acceptable ways to handle crises and pressure situations.	93	86
19.	Complete necessary employment forms with 100 percent accuracy.	93	86
20.	Identify effective interview techniques.	86	86
21.	In a classroom discussion, explain proper job follow-up procedures.	93	79
22.	Identify reasons why communicating is important today.	93	93
23.	Given a list of situations, indicate how to say "no" courteously and retain the friendship of the inquirer.	93	86
26.	Define qualities of effective business letters.	93	93
36.	Given letters in unarranged form, produce three mailable letters in 50 minutes.	93	100
43.	Describe acceptable ways of handling office visitors and telephone calls (specific situations provided).	93	86
45.	In a written report, explain the steps involved in holding a successful conference.	93	100
49.	Complete insurance forms (100 percent accuracy).	86	79
51.	Produce mailable copy from corrected copy (legal proofreader's marks used).	93	79
52.	Type a mortgage form (100 percent accuracy).	86	71
53.	Type a will (100 percent accuracy).	86	79
56.	Type medical forms and letters.	93	86

Table 7

English-Related Word Processing Objectives
100% Identification Level

	Word Processing Objectives	English-Related	
		Business %	English %
17.	Locate trite expressions, grammatical errors, and poor choice of words in a business letter and make corrections.	100	93
18.	Supply correct punctuation and capitalization in sentences without any punctuation or capitalization.	100	93
19.	Apply hyphenation rules.	100	93
20.	Write a paragraph on the importance of critical listening, including five ways to improve listening skills.	100	93
23.	Dictate a letter of response, demonstrating the ability to use correct grammar, proper words, and clear expressions.	100	93
32.	Detect and correct errors in sentence structure, trite phrases, and long and complicated words in a paragraph.	100	93

Table 8
English-Related Word Processing Objectives
75-99% Identification Level

	Word Processing Objectives	English-Related Business %	English-Related English %
2.	Define terms related to human relations.	75	86
3.	Given a situation, describe relative effects of positive and negative attitudes exhibited.	58	86
5.	Given a case study involving working toward a promotion, the promotion of a co-worker, or lack of promotion, write an acceptable method for handling the case.	83	93
6.	Given situations, explain why these situations could be considered pressure situations and suggest a way of coping with each.	58	86
7.	Given leadership positions of president and vice-president of a company and a promotional situation, assume responsibility, exhibit ability to handle confidential materials, and complete the project in class.	67	86
9.	Index and alphabetize a list of names.	83	93
11.	Given a number of tasks to be completed, students will be able to set priorities and complete tasks accurately.	67	86
12.	Complete class log sheets, request forms, and requests to originators.	67	93
13.	Given a list of references, give an example of when to use each reference.	83	79
14.	Locate and correct misspelled words in sentences.	92	93
15.	Locate and correct grammatical errors in sentences.	92	93
16.	Supply alternative words for commonly used business terms.	92	93
21.	Give correct oral instructions covering all steps necessary to complete a required task correctly.	75	93
22.	Deliver an impromptu speech in class.	75	93

Table 8 (contd.)
English-Related Word Processing Objectives
75-99% Identification Level

	Word Processing Objectives	English-Related Business %	English-Related English %
24.	Type a dictated letter, using correct grammar, punctuation, spelling, capitalization, word division, and hyphenation.	92	93
25.	Demonstrate in class the ability to follow instructions in the manufacturers' manuals for the care and operation of the equipment.	67	86
26.	Given a rough draft document, follow directions, identify and use revision marks properly, and use correct form.	67	93
27.	Produce mailable letters.	83	93
28.	Transcribe recorded business letters in various styles, tabulated materials, and other types of messages.	83	86
31.	Make necessary corrections on a rough draft manuscript, using appropriate proofreader's symbols.	75	93
33.	Given recorded material, identify trite expressions and edit copy, producing mailable copy.	92	93
35.	Index and code items in a list.	75	86
36.	Define terms related to records management and reprographics.	67	86
38.	Produce mailable copy from documents in longhand form.	83	86
39.	Produce mailable copy, given specification sheets and rough-draft documents.	83	93
40.	Transcribe documents from recorded media, following specific dictated instructions.	83	86
41.	Write an essay discussing advantages and disadvantages of machine transcription.	92	93
42.	Complete a dictionary check for spelling errors and make necessary corrections.	92	93

following directions, defining terms, and completing forms. Thirty-four of the 42 original objectives can be classified as being readily identified as English-related.

Typing II

Thirteen business teachers responded to the Typing II questionnaire; business teacher agreement percentages are based on these 13 respondents. English teacher agreement percentages are based on 14 respondents. Appendix E presents the entire survey instrument for Typing II.

Of the 16 original objectives, six presented in Table 9 were perceived as English-related by 100 percent of the business teachers. English teachers also validated these six as English-related. All six objectives presented in Table 10 were perceived as English-related by the English teachers; business teachers appeared to be more reluctant to expressly identify five of the six as English-related. Twelve of the 16 objectives identified by the researcher were identified by either one or both groups of respondents as specifically being English-related.

English-Related Business Objectives

In the initial research, 154 objectives were identified by the researcher as business objectives that are English-related. Business teachers unanimously classified 48 of these as English-related, with a high degree of validity being provided by English teachers. Another 60 were classified as English-related by a minimum of 75 percent of the business teacher respondents. English teachers also readily

Table 9

English-Related Typewriting II Objectives
100% Identification Level

Typewriting II Objectives	English-Related	
	Business %	English %
1. Demonstrate ability to proofread and correct errors while typing a paragraph containing a variety of typewriting and related English errors.	100	100
2. Demonstrate ability to type a variety of business letters arranged in the three basic letter styles using unarranged copy reflecting ability to make necessary corrections, address appropriate envelopes, and use correct format and punctuation specified for each letter.	100	93
12. In a simulated office situation with a business-like atmosphere, type various jobs in mailable form with a minimum of supervision, using common sense and judgment in completing assigned tasks, and utilizing all references and source documents available before asking questions of the teacher "boss." (Jobs are typical of those found in administrative typing positions, sales/purchasing typing positions, finance typing positions, and executive typing positions.)	100	93
13. In a simulated office situation with a business-like atmosphere, type various jobs in mailable form with a minimum of supervision, using common sense and judgment in completing assigned tasks, and utilizing all references and source documents available before asking questions of the teacher "boss." (Typing jobs are typical of those found in legal, medical, insurance, technical, and government offices.	100	93
14. Compose and type in usable form a letter of application with all errors corrected.	100	100
15. Demonstrate ability to think, gather information, arrange and type in usable form a personal data sheet based on personal information and job preparation.	100	93

Table 10

English-Related Typewriting II Objectives
75-99% Identification Level

Typewriting II Objectives	English-Related	
	Business %	English %
3. Demonstrate ability to type a variety of business letters containing special features (AMS, inverted paragraphs, side headings, mailing notations).	54	79
5. Demonstrate ability to type in correct style a series of report problems (table of contents, 2-page report manuscript, and a 3-column statement of financial condition).	85	71
6. Demonstrate ability to type a series of special business communications (an interoffice memo, a Desk-Fax message, a copy of phoned telegram, a letter of confirmation, and a message reply memo).	69	86
7. Demonstrate ability to type a series of special-size letters.	69	79
10. Demonstrate ability to type production reports and letters (executive letter, unbound report, letter with side heading and listed items, topbound manuscript).	69	79
16. Use personal information to complete an application blank, aligning and correcting, abbreviating words when necessary to fill in the space provided.	92	93

viewed another 15 objectives as English-related. Therefore, a total of 123 objectives are classified as being expressly English-related.

TEACHING OF ENGLISH LANGUAGE ARTS OBJECTIVES IN BUSINESS COURSES

Each business teacher who responded to the survey completed an instrument containing English Language Arts objectives. Each completed the instrument based on what was taught in his or her classroom (based on the same business course evaluated in the other survey instrument). The complete listing of English Language Arts objectives included in the instrument is presented in Appendix F.

Louisiana classroom teachers of Word Processing, Typing II, Shorthand I, COE, and Clerical Practice perceive that a very significant portion of their classroom instruction, grading, and feedback to students is focused on English objectives. Tables 11 through 22 present the analyzed findings; to provide greater readability, the English objectives have been grouped into related categories, closely paralleling arrangement in the English Language Arts Curriculum Guide. For each objective, the average hours of instruction reported by Word Processing, Typing II, Shorthand I, COE, and Clerical Practice teachers are presented for comparison.

Vocabulary

Vocabulary objectives are presented in Table 11. COE and Shorthand I teachers indicated more attention to this English area than teachers of the other three courses. Teachers in all five courses, however, are

Table 11

VOCABULARY

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
III-A Develops basic vocabulary					
understands the meaning of words expressing feelings	1.84	1.36	2.41	2.32	1.90
III-B Uses context clues to determine word meaning					
uses context clues to determine the meaning of an unfamiliar word	1.78	1.56	2.20	2.33	2.11
identifies and supplies synonyms and antonyms for words given in context	1.57	1.36	1.76	2.27	1.71
identifies and supplies homonyms in context	1.45	1.16	1.76	2.27	1.35
uses context clues to determine meaning of homographs (e.g. tie a bow, take a bow)	.93	.86	1.72	1.47	1.17
identifies the pronoun referent (antecedent) in the same or a previous sentence	1.10	1.06	1.78	1.82	1.51
uses context clues to determine which meaning of a multiple-meaning word is intended	.75	1.32	1.76	1.73	1.31
III-C Understands the meaning of root words, prefixes, and suffixes					
identifies root words to help determine the meaning of unfamiliar words	1.10	.96	1.81	1.86	1.31
recognizes the change in word usage and meaning through adding adverbial, adjectival, and noun suffixes	1.21	1.07	1.61	2.00	1.25
III-D Extends knowledge of word meanings					
determines the meaning of specialized words in content fields	2.15	2.28	2.25	2.07	.68
distinguishes and understands denotative and connotative meanings of words	1.18	1.01	1.41	1.80	1.01
understands the meaning of abstract nouns	.75	.63	1.10	1.06	1.17
TOTAL HOURS	15.81	14.63	21.57	23.00	16.48

incorporating 12 different vocabulary objectives in their business courses and giving more than passing attention to this English area.

Comprehension

Thirteen comprehension objectives are presented in Table 12. COE and Clerical Practice teachers identified more time being devoted to this English area than did Word Processing, Shorthand I, and Typing II teachers. This similarity of COE and Clerical Practice responses is not surprising since there is a close relationship between topics and activities in the two courses.

Twelve analysis and evaluation objectives are presented in Table 13. Shorthand, COE, and Clerical Practice teachers indicated more time spent in this area than did Word Processing and Typing II teachers. When a comparison of all five courses is made, one can note that teachers in all five courses have recognized the need to incorporate these objectives into their instruction as they teach their business objectives.

Composition Skills

Oral expression skills; descriptive, narrative, explanatory, persuasive and functional writing skills; and organizing, editing and proofreading objectives are all grouped within the composition skills domain of the English Language Arts objectives. Tables 14, 15, and 16 present the extent of coverage of these objectives within the five business courses in this study.

Table 12

COMPREHENSION

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
IV-A Understands facts and details					
understands details and specific information in a sentence	1.65	2.20	1.36	2.60	2.55
understands details and specific information in a paragraph	1.73	2.33	1.36	2.40	2.55
understands details and specific information in a multi-paragraph composition	1.87	2.20	1.21	2.22	2.12
IV-B Understands sequence of events and ideas					
perceives a pattern of ideas arranged in descriptive (spatial) order	1.00	1.56	.70	1.38	1.03
perceives patterns of ideas arranged in expository order (i.e. question/answer; cause/effect; induction; deduction)	.83	1.21	.70	1.59	1.31
perceives patterns of ideas arranged in persuasive order (most to least important and least to most important)	1.20	1.56	.85	1.52	1.35
IV-C Reads for main idea and supporting detail					
identifies the main idea (unstated)	.76	1.24	1.13	1.65	2.13
identifies or selects supporting details	.76	1.14	.93	1.54	1.96
recognizes irrelevant details in a paragraph or composition	.68	1.16	1.03	1.24	1.60
IV-D Draws conclusions and inferences					
predicts outcomes from information in material read silently	.37	1.04	.61	2.05	1.75
draws conclusions from information in material read silently	1.02	1.12	.61	2.27	1.96
demonstrates understanding of cause and effect in material read silently	.87	.89	.53	1.85	1.53
detects inferences in material read silently	.93	1.04	.53	1.75	1.45
TOTAL HOURS	13.67	18.69	11.55	24.06	23.29

Table 13

COMPREHENSION: ANALYSIS AND EVALUATION

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
IV-E Analyzes material read					
understands and analyzes character traits, feelings, and motives in material read silently	.68	.43	.67	1.90	1.74
identifies central problem or conflict and solution in a story	.53	.63	.53	1.45	1.46
perceives implied relationships between elements within a story or selection (e.g. problem to solution, characterization)	.25	.43	.53	1.30	1.35
recognizes, analyzes, and interprets analogies to clarify meaning	.25	.53	.43	.99	1.41
IV-F Evaluates material read					
distinguishes between fact and opinion	.53	.93	1.26	1.90	1.97
recognizes the author's intent to inform, entertain, or persuade	.37	.54	1.58	.95	.76
evaluates author's style and emotional appeal in accomplishing purpose	.28	.58	1.13	.95	.66
detects slanted words, bias, and sarcasm in written material	.80	.58	1.21	1.06	.80
detects the use of propaganda techniques in written materials	.37	.23	1.35	1.22	.83
recognizes fallacies of reasoning in written materials (mistaken cause-effect relationship, statistical fallacy, hasty generalization, oversimplification, ignoring the question, stereotyping)	.37	.31	1.21	1.06	1.03
questions the reliability or authenticity of a source of written information	.45	.51	1.21	.96	1.15
IV-G Understands writing styles and devices					
recognizes and interprets figures of speech and figurative language in context	.53	.89	1.61	.92	1.03
TOTAL HOURS	5.41	6.59	12.72	14.66	14.19

More time is devoted to developing oral expression skills in COE and Clerical Practice than the other three courses. (See Table 14.) This in part is the result of the different course design and main objectives of Word Processing, Typing II, and Shorthand I; these courses place more emphasis on specialized skills, while the other two courses are designed to help polish future office employees. Much of the instructional time in Typing II and Shorthand I involves developing the skills of preparing final copies of material originated by others. Therefore, less time is devoted to developing writing skills in these courses. Both COE and Clerical Practice teachers indicated much more time being devoted to writing skills objectives. (See Table 15.)

Business teachers appear to devote extensive attention to functional writing skills and editing and proofreading, as can be seen by reviewing Table 16. Although COE and Clerical Practice teachers indicated a larger amount of time than the other three courses, all teachers spend even more time on these objectives than on vocabulary, comprehension, oral communication, or any particular variety of writing style.

Writing Mechanics

Capitalization, punctuation, spelling, and use of appropriate form are all grouped within the writing mechanics domain in the English Language Arts objectives. Tables 17 and 18 present the extent of coverage of these objectives within the five business courses in this study.

Teachers of all five subjects indicated an extensive amount of teaching effort devoted to the 23 punctuation objectives identified by the researcher. (See Table 17.) The intensity of perceived coverage

Table 14

ORAL EXPRESSION SKILLS

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
V-A Demonstrates oral expression skills					
explains how to perform familiar tasks	1.59	1.88	2.10	2.73	2.63
orally explains personal ideas in informal speaking situations	1.08	1.24	1.55	2.55	2.56
gives messages and makes announcements and introductions orally	1.21	1.59	2.18	2.83	2.56
researches a topic and gives an oral report	1.48	.98	.63	2.20	1.98
orally defends an opinion or viewpoint using supporting ideas or reasons	.92	.70	.90	1.98	1.23
role plays an interview using standard English	1.20	1.08	1.03	2.35	2.11
gives oral readings and reports that are fluent, smooth, and correctly phrased	1.17	.43	1.38	2.16	1.75
talks effectively from an outline	.80	.28	1.13	1.75	.93
adapts oral presentation to audience and purpose	.83	.31	.85	1.86	1.38
understands the nature, value, and use of group discussions, and learns effective discussion techniques	1.08	.58	1.29	2.41	1.75
TOTAL HOURS	11.36	9.07	13.04	22.82	18.88

Table 15

WRITING SKILLS

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
V-B Writes descriptively					
writes one or more paragraphs using comparison or contrast	.93	.55	.31	1.71	1.53
writes one or more paragraphs using subjective or objective description	.85	.55	.23	2.27	1.60
writes one or more descriptive paragraphs arranging details in spatial order	.71	.63	.23	2.10	1.44
writes a three- to five-paragraph descriptive essay	.91	.51	.23	1.76	1.41
V-C Writes narratively					
writes a three- to five-paragraph narrative essay about a personal experience (e.g. trips, family life)	1.08	.28	.23	1.96	1.10
V-D Writes to explain					
writes an expository essay of three to five paragraphs on own or given topic	.76	.43	.31	1.48	1.36
writes a three- to five-paragraph explanation of a process	.62	.43	.23	1.58	1.42
writes an expository essay arranging ideas in a given expository order e.g., cause to effect)	1.19	.28	.15	1.23	.80
writes a summary of an informational article or novel	1.40	.15	.08	1.58	1.17
writes a research paper	1.62	.15	.08	1.15	.60
uses correct bibliographic form	1.23	1.28	.08	1.32	1.49
V-E Writes to persuade					
writes a paragraph expressing a viewpoint, using more than one supporting idea	.69	.15	.83	1.65	1.42
writes two or more paragraphs stating and defending an opinion on an issue of personal, social, or political interest	.60	.15	.43	1.38	1.11
writes a persuasive letter (e.g., letter to editor, letter of complaint)	1.17	1.52	.93	2.31	1.85
writes a three- to five-paragraph persuasive essay	.49	.23	.23	.95	1.01
TOTAL HOURS	14.25	7.29	4.58	24.43	19.31

Table 16

FUNCTIONAL SKILLS

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
V-F Uses functional writing skills					
makes accurate written records of messages	1.44	1.40	2.45	3.44	3.13
completes complex forms (e.g., order blanks, checks, applications)	1.98	2.54	1.27	3.57	3.51
writes thank-you notes, friendly letters, and invitations	1.77	1.98	1.73	3.29	3.00
writes business letters	2.92	2.94	2.53	3.79	3.67
writes a letter of application	2.76	2.74	2.05	3.57	3.43
writes a resume	2.90	2.62	1.85	3.57	3.51
V-G Organizes, edits, and proofreads to improve own writing					
develops an outline for a written composition	1.13	1.06	.38	1.71	1.28
selects and limits a topic for composition	1.01	.85	.53	1.80	1.03
develops a thesis statement for composition	.85	.47	.55	1.05	.97
organizes a paragraph to maintain unity and coherence	.85	1.04	1.11	1.52	1.49
organizes groups of paragraphs and multi-paragraph compositions	.60	1.08	1.18	1.36	1.51
adapts writing to different audiences and purposes	.25	.75	1.13	1.17	1.00
strengthens a paragraph or composition by adding transitional words, phrases, and sentences	.62	1.01	1.26	1.27	1.28
strengthens a paragraph by deleting non-supporting or irrelevant material	.76	1.01	1.21	1.24	1.17
strengthens a paragraph by adding supporting material	.53	1.01	1.21	1.38	1.17
strengthens a composition by adding supporting materials	.45	.83	.83	1.17	1.17
proofreads and edits for language structure and mechanics	2.71	2.77	2.83	3.44	2.50
TOTAL HOURS	23.53	26.10	24.10	38.34	34.82

Table 17

PUNCTUATION

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
VI-B Uses appropriate punctuation					
uses appropriate punctuation at end of sentence	2.48	2.28	2.97	3.13	3.10
uses a comma between day of month and year, between names of cities and states	2.64	2.46	2.97	3.13	3.10
uses commas with words in a series	2.64	2.06	3.29	3.13	3.10
uses commas with nouns of address	2.64	1.98	3.09	3.13	3.00
uses a comma after last name written first	2.64	2.06	2.45	3.13	3.00
uses commas for introductory word (e.g., yes, no, well)	2.48	1.90	3.09	3.13	3.00
uses commas or exclamation marks with interjections to convey appropriate level of intensity	2.13	2.06	2.73	2.75	3.00
uses commas with simple phrases and clauses in a series, appositives, and parenthetical expressions	2.13	2.06	3.09	2.71	3.00
uses comma correctly in introductory clauses and phrases	2.13	1.90	3.21	2.92	2.78
uses the comma correctly in nonrestrictive clauses and phrases within a sentence	2.05	1.98	2.53	2.61	2.33
uses commas to avoid misreading	2.05	1.98	2.28	2.50	2.70
uses periods and commas correctly with quotation marks	2.16	2.14	2.50	2.68	2.80
uses quotation marks to show the exact words of a speaker	2.16	2.06	2.20	2.68	2.95
uses quotation marks for titles of articles, essays, short stories, short poems, chapters, songs, and television programs	2.13	2.28	2.16	2.43	2.90
uses the colon with numerals for the time of day	2.37	2.06	2.50	2.61	2.70
uses the colon in the greeting of a business letter	2.37	2.36	2.13	2.68	3.00
uses the semicolon to separate the clauses of a compound sentence (a) when there is no conjunction, or (b) when clauses contain commas	2.16	2.06	2.61	2.29	2.78
uses the semicolon to separate elements of a series in which elements already contain commas	2.32	2.06	2.33	2.29	2.78
underlines words italicized in print (e.g., titles of books, plays, magazines, newspapers)	2.37	2.18	2.28	2.43	2.31
uses a hyphen with certain compound words (e. g., mother-in-law, twenty-one)	2.37	1.98	2.50	2.68	2.48
uses a hyphen to syllabicate words that are divided at the end of a line	2.37	2.36	2.50	2.68	2.63
uses the apostrophe with singular and plural possessive nouns	2.25	1.98	2.06	2.71	2.65
uses the apostrophe with contractions	2.13	2.10	2.28	2.43	2.54
TOTAL HOURS	53.17	48.34	59.75	62.86	64.63

for this English area may also include a carry over into the evaluation of student assignments and explanation of grades assigned to daily work and class projects.

Table 18 presents capitalization, spelling, and form objectives. Once again, COE and Clerical Practice teachers reported more time devoted to these objectives than in the other three courses. However, teachers of all five courses again treat this English area as an important component of each course.

Language Structure and Usage

Tables 19 and 20 present language structure and parts of speech objectives. Shorthand I, COE, and Clerical Practice teachers appear to put more emphasis on language structure than do Word Processing and Typing II teachers. Likewise, they place more emphasis on parts of speech objectives than do Word Processing and Typing II teachers. These differences again relate to differences in major objectives of the five courses.

Study Skills

Library skills, reference skills, dictionary skills, study strategies, and ability to follow directions are all grouped in the study skills domain of the English Language Arts objectives. Tables 21 and 22 present the findings related to these areas.

Teachers of all five courses incorporate objectives related to library skills, reference materials skills, and dictionary skills within their classrooms. (See Table 21.) Typing II and Shorthand I teachers

Table 18

CAPITALIZATION, SPELLING AND FORM

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
VI-A Uses appropriate capitalization					
uses a capital letter for proper nouns (e.g., days of the week, months of the year, holidays)	1.38	2.28	2.28	3.12	2.93
uses a capital letter for proper nouns in addresses (streets, towns, states, countries), and for names and titles of persons	2.48	2.36	2.40	3.12	3.00
uses capital letters for names of languages, peoples, religions, religious organizations, political parties, specific clubs, and businesses	2.38	2.28	2.28	3.12	2.89
uses capital letters for titles (books, poems, reports, stories)	2.38	2.36	2.28	3.12	3.00
capitalizes the headings, salutation, and closing of a letter	2.48	2.36	2.40	3.23	3.23
VI-C Uses correct spelling for familiar words					
spells common school and community words (e.g., bank, mayor, hospital, teacher, cafeteria)	2.37	2.21	2.41	2.94	3.14
spells frequently used words in the content areas	2.37	2.21	2.62	3.12	2.75
spells frequently used and commonly misspelled words (e.g., words with ie/ei; plural form of nouns ending in "o")	2.37	2.13	2.65	3.26	2.34
identifies slight variations in spelling of syllables that distinguish pronunciation of words (e.g., accept/except; formerly/formally)	1.79	2.08	2.33	3.02	3.19
VI-D Uses appropriate form in written work					
uses proper form and placement for heading, inside address, salutation, and closing of a letter	3.51	3.54	2.86	3.69	4.05
TOTAL HOURS	23.51	23.81	24.51	31.74	30.52

Table 19

LANGUAGE STRUCTURE

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
VII-A Composes basic sentence types and patterns					
distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	.33	.98	1.13	2.08	1.31
distinguishes among compound, complex, and compound-complex sentences	.42	.58	1.21	1.98	1.70
recognizes and corrects sentence fragments	.95	.78	2.36	2.25	2.27
recognizes and corrects run-on sentences	.78	1.79	2.36	2.25	2.20
VII-B Uses subjects and predicates appropriately					
manipulates words, phrases, and clauses to expand or condense sentences	.96	1.32	1.49	1.79	1.88
makes predicate agree with subjects of varying complexity (compound subjects, collective nouns, indefinite pronouns, and in sentences beginning with there and where)	.96	1.49	1.80	2.01	2.38
VII-C Composes phrases and clauses					
recognizes and uses verbal phrases (participials, gerunds, and infinitives)	.45	.76	1.13	1.39	1.45
recognizes and uses dependent and independent clauses in sentences	.76	.96	1.81	1.58	1.52
recognizes and uses noun, adjective, and adverbial clauses in sentences	.45	.76	1.50	1.65	1.45
recognizes and uses restrictive and nonrestrictive clauses in sentences	.68	.84	1.36	1.54	1.38
recognizes and corrects misplaced modifiers	.70	1.01	1.29	1.51	1.25
recognizes and corrects dangling participles	.78	.89	1.29	1.37	1.06
recognizes and corrects faulty subordination and faulty parallelism	.78	.89	1.41	.84	1.17
TOTAL HOURS	9.00	13.05	20.14	22.24	21.02

Table 20

PARTS OF SPEECH

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
VII-D Uses nouns, pronouns, verbs, adverbs, and adjectives appropriately					
uses appropriate form of singular and plural possessive nouns	1.33	1.44	1.93	2.71	2.31
uses the appositive in a sentence	1.25	1.26	1.78	2.33	1.87
forms and uses adverbs correctly	.87	1.36	1.76	2.19	2.10
uses appropriate verb tense (present and past)	.99	1.66	1.98	2.46	2.31
uses appropriate inflectional endings to express verb tense and number (ing, ed, s, es, d, t) in context	1.01	1.50	2.08	2.12	2.05
uses comparative and superlative forms of adjectives appropriately (e.g., fewer, fewest, better, best, etc.)	.99	1.34	1.75	2.05	1.75
recognizes parts of speech: nouns, pronouns, verbs, adjectives, adverbs	.78	.76	2.16	2.38	1.69
recognizes linking verbs	.45	.51	1.53	2.15	1.25
distinguishes between transitive and intransitive verbs	.37	.43	1.21	1.20	.88
distinguishes between the active and passive voices of transitive verbs	.37	.35	1.48	1.27	.75
recognizes the function of verbals and verbal phrases	.33	.35	1.13	1.40	.75
uses the indicative, subjunctive, and imperative moods of a verb	.45	.35	.89	1.31	1.40
uses a, an, and the appropriately	1.40	1.23	2.40	2.33	1.99
uses singular and plural possessive pronouns: my, mine, his, her, hers, our, ours, their, theirs, your, yours	1.10	1.26	2.28	2.53	1.99
uses appropriate subject pronouns: I, we, he, she, it, you, they	1.40	1.38	2.28	2.53	2.10
uses the appropriate demonstrative pronoun: this, that, these, those	.99	1.38	2.25	2.05	1.62
uses appropriate object pronouns: me, him, her, us, them	1.07	1.38	2.13	2.26	1.55
makes pronoun (definite and indefinite) and antecedent agree	.90	1.18	1.85	1.98	1.65
VII-E Uses conjunctions and prepositions appropriately					
recognizes connecting words as coordinating conjunctions	.58	.90	1.78	1.52	1.26
recognizes and uses correlative conjunctions in sentences	.62	.90	1.78	1.27	1.26
recognizes and uses subordinating conjunctions	.53	1.06	1.53	1.34	1.06
TOTAL HOURS	17.78	21.98	37.96	41.38	33.59

Table 21

LIBRARY AND REFERENCE SKILLS

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
VIII-A Demonstrates library skills					
selects books on a specific topic	1.56	.35	.46	1.25	1.01
uses card catalog to locate book titles, authors, number of pages, and call numbers	1.44	.15	.46	1.36	.65
identifies reference materials in the library	1.44	.35	.46	1.15	.73
uses library resources efficiently to obtain information	1.56	.38	.53	1.51	.83
VIII-B Uses reference materials and media to obtain information					
extracts needed information from the index and glossary of a book	1.36	2.02	.93	1.87	1.96
reads, understands, and uses graphic material: maps, charts, graphs, diagrams, tables, schedules	1.38	1.76	.61	2.08	1.85
uses various audio and/or visual media to obtain information	1.48	1.03	.93	2.21	2.31
uses various periodicals (newspapers, magazines) as reference sources	1.56	.98	.93	2.10	1.97
locates information in a telephone directory	1.38	1.16	.85	3.25	2.36
uses the thesaurus to locate synonyms and antonyms	1.17	1.18	1.03	1.84	1.36
understands and locates information in various reference books (e.g., atlas, almanac, Reader's Guide to Periodical Literature)	1.21	.63	.78	1.45	1.12
VIII-C Demonstrates dictionary skills					
uses the dictionary to locate, select, and verify word meaning in context	2.05	1.98	2.70	3.12	2.24
uses the dictionary for multiple meanings	1.69	1.75	2.33	2.95	2.13
uses the dictionary for correct word spelling	2.13	2.18	2.97	3.02	2.26
interprets pronunciation key, diacritical markings, and accents in the dictionary	1.02	1.41	1.06	2.15	1.57
TOTAL HOURS	22.43	17.31	17.03	31.31	24.35

Table 22

STUDY STRATEGIES AND ORAL OR WRITTEN DIRECTIONS

Objectives	Average Hours of Instruction				
	WP	TY	SH	COE	CP
VIII-D Uses effective study strategies					
listens attentively	1.96	1.78	3.29	3.02	2.72
uses effective study strategies (e.g., SQ3R: survey, question, read, recite, review)	1.21	1.36	3.14	1.90	2.18
applies a problem-solving approach to assignments and independent study; identifies problem, gathers information, devises possible solutions, selects option, uses option, evaluates	1.30	2.33	2.03	2.18	1.77
takes notes from a written source, audiovisual source, or lecture	1.94	2.09	2.79	2.94	2.48
adjusts reading rate to materials and purpose	1.10	1.44	2.89	1.88	1.55
VIII-E Follows oral and written directions					
follows three-step oral directions	1.73	2.35	2.33	2.66	2.43
follows multiple-step written directions (more than three steps)	1.73	2.22	1.90	2.56	2.54
TOTAL HOURS	10.97	13.57	18.37	17.14	15.67

designated the least emphasis on library skills and use of certain reference materials.

Shorthand teachers reported the largest amount of instructional time devoted to study strategies and following directions. (See Table 22.) Time devoted to this area in COE class approximated the amount of coverage within Shorthand class. Teachers of all five courses perceive that instructional time is spent emphasizing this important English Language Arts area.

English Language Arts Objectives in Business Courses

Within the English Language Arts Curriculum Guide, the researcher identified 168 objectives which were believed to relate to at least one of the five business courses in the study. Twelve vocabulary, 25 comprehension, 42 composition, 33 writing mechanics, 34 language structure and usage, and 22 study skills objectives were presented to business teachers to determine amount of time devoted to these objectives.

Within each of the six major domains, business teachers perceive that they devote a significant portion of their instructional time to English objectives as they plan their courses to allow students to master the various English-related objectives in their specific business courses.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions are made on the basis of the findings of this research study.

1. Business teachers identify over 100 of the objectives in Shorthand I, Clerical Practice, Cooperative Office Education, Word Processing, and Typing II as English-related objectives.

2. English teachers validate these same objectives as being English-related objectives.

3. Louisiana business teachers devote a significant portion of their instructional time to objectives within the vocabulary, comprehension, composition, writing mechanics, language structure and usage, and study skills domains included in the English Language Arts Curriculum Guide (Grades 7-12).

4. Louisiana business teachers are teaching subject matter similar to English teachers in Shorthand I, Clerical Practice, Cooperative Office Education (COE), Word Processing, and Typing II.

5. There is a strong link between vocational business education and basic English Language Arts education in Shorthand I, Clerical Practice, Cooperative Office Education, Word Processing, and Typing II in the Louisiana public schools.

Recommendations

The following recommendations are presented based on the research.

1. The strong link between vocational business education and basic education in Shorthand I, Clerical Practice, Cooperative Office Education, Word Processing, and Typing II should be shared with other vocational and academic education personnel within the Louisiana State Department of Education and with all parish supervisors in all secondary education areas.

2. Information on the extent of English-related objectives taught in Shorthand I, Clerical Practice, Cooperative Office Education, Word Processing, and Typing II should be shared with all secondary administrators, teachers, and counselors within each public high school in Louisiana. Teachers of all disciplines need to be made aware of the significant attention being given to English Language Arts objectives in these five courses.

3. High school guidance counselors should use the study findings to assist in proper placement of students into vocational business courses.

4. Inservice programs for secondary business teachers should incorporate topics focusing on successful ways of teaching the English-related objectives that are a part of the business curriculum.

5. Business teacher educators should continue to emphasize the need for strong English Language Arts competencies among those students pursuing business education majors or minors at the university level.

PART A

APPENDIX A

SHORTHAND I

Identification of English-Related Competencies Taught in Vocational Business Programs in Louisiana

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The specific performance objectives listed below can be found in Bulletin 1662, Competency-Based Business Education. Each of the objectives below has been identified by the researcher as having a relationship to English instruction competencies and objectives. Please read each objective below and simply indicate if you agree or disagree that the objective is English related.

Shorthand I Objectives	English-Related	
	Agree	Disagree
1. Transcribe on the typewriter practiced shorthand plate material for three minutes (transcription errors and typing errors counted).		
2. Read and write from shorthand plates each lesson.		
3. Transcribe on the typewriter from homework notes for three minutes (all errors counted).		
4. Take dictation of practiced text shorthand plate material for two minutes and transcribe on the typewriter with 95 percent accuracy.		
5. Spell (each week) in longhand words selected from daily assignments.		
6. Write (each week) in sentences words selected from daily assignments.		
7. Take previewed new-matter dictation and transcribe on the typewriter with 95 percent accuracy.		
8. Insert the correct punctuation when given typewritten letters without punctuation.		
9. Write in shorthand and transcribe 3 short letters. Students must transcribe at least one mailable letter in 30 minutes.		

Please proceed to Part B.

APPENDIX B

PART A

CLERICAL OFFICE PRACTICE

Identification of English-Related Competencies Taught in Vocational Business Programs in Louisiana

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The specific performance objectives listed below can be found in Bulletin 1662, Competency-Based Business Education. Each of the objectives below has been identified by the researcher as having a relationship to English instruction competencies and objectives. Please read each objective below and simply indicate if you agree or disagree that the objective is English related.

Clerical Office Practice Objectives	English-Related	
	Agree	Disagree
1. Describe secretary's behavior and personal appearance, identify positive and negative features of appearance and actions.		
2. Identify the qualifications necessary for varied clerical office positions by writing a report giving the job description of general clerks, clerk typists, stenographers, and transcribing machine operators.		
3. Reinforce skills in typing and proofreading by typing letters/manuscripts with 100 percent accuracy.		
4. Proofread rough drafts and identify errors.		
5. Identify those factors that contribute to acceptable personal appearance and behavior for the office by answering five cases or other similar material.		
6. Demonstrate knowledge of the letter placement table by typing letters with no more than one uncorrected error.		
7. Demonstrate knowledge of letter and punctuation styles by typing letters in various styles with no more than one uncorrected letter.		
8. Make necessary corrections in rough draft letters and type in style of student's choice.		
9. Prepare finished copy on the copying and duplicating machines available.		
10. Apply the rules for indexing (filing) to names of individuals and businesses.		
11. Inspect, code, and cross-reference documents.		
12. Arrange the correspondence in a file.		
13. Respond with knowledge about office policy and procedure when handling callers.		

Please continue to next page.

Clerical Practice

Clerical Practice Objectives	English-Related	
	Agree	Disagree
14. Name and use the techniques of good office communication and correct language.		
15. Recognize the desirable personal qualities of a receptionist.		
16. Complete an in-basket of receptionist jobs or duties and arrange them in order of priority.		
17. Transcribe messages and documents from equipment available in classroom. (Acceptable work based on typing accuracy, attractive arrangement, spelling, punctuation, and division of words, rules of grammar, proofreading, following directions.)		
18. Use correct techniques of handling incoming and outgoing calls.		
19. Given a description of the manner in which a secretary deals with the office mail, evaluate the procedure by identifying the positive and negative aspects of the mail handling routine.		
20. Plan a business trip for an executive with travel information given (itinerary, method of transportation, completion of expense forms, reservation confirmation, travel funds needed).		
21. Select the most appropriate means of shipping specified items by making a report on the advantages and disadvantages of at least five means of transportation.		
22. Trace a shipment using information supplied.		
23. Set up and type a tabulation problem, a table of contents, and a simple business report from rough draft with no uncorrected errors.		
24. Type a technical or medical report in acceptable form with no uncorrected errors.		
25. Type a financial statement from rough draft with no uncorrected errors.		
26. Type a resolution and minutes of meetings from rough draft with no uncorrected errors.		
27. Type a legal document with no uncorrected errors.		
28. Type purchase orders, invoices, and memos with no uncorrected errors.		
29. Demonstrate ability to compose at the typewriter, producing a two-page unbound manuscript on an assigned topic with all errors corrected.		
30. Complete an application form with 100 percent accuracy, using recommended techniques.		
31. Compose and type a letter of application and a personal data sheet with 100 percent accuracy.		

Please proceed to Part B.

PART A

APPENDIX C

COOPERATIVE OFFICE EDUCATION

Identification of English-Related Competencies Taught in Vocational Business Programs in Louisiana.

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The specific performance objectives listed below can be found in Revised Bulletin 1246, Competency-Based Cooperative Office Education. Each of the objectives below has been identified by the researcher as having a relationship to English instruction competencies and objectives. Please read each objective below and simply indicate if you agree or disagree that the objective is English related.

Cooperative Office Education Objectives	English-Related	
	Agree	Disagree
1. Identify four major duties of the COE training station sponsor.		
2. Complete the COE student file in class (personnel records and forms) and maintain it throughout the school year with 100 percent accuracy.		
3. Contribute to a classroom discussion concerning cultivating a good telephone voice.		
4. Write an acceptable method for handling each of ten incoming problem calls.		
5. Record information from incoming calls with 100 percent accuracy.		
6. Apply good language skills when using word endings, adverbs, adjectives, commonly misused words, and spelling.		
7. Given a list of situations, locate the phone numbers in the telephone directory in 25 minutes.		
8. Given a group of documents, index, code, cross-reference, sort, and store the documents alphabetically, geographically, numerically, and by subject.		
9. Given a list of steps involved in a charge-out system, put these items in correct order.		
10. Prepare masters or stencils for duplication in acceptable form.		
11. Transcribe at the typewriter items on a cassette.		
12. Define terms related to human relations.		
13. Define various character traits.		
14. Evaluate themselves with a checklist on their ability to cooperate with others and to display an awareness of the needs of others.		
15. Write scripts showing at least two communication problems and how these problems affect human relations.		

Please continue to next page.

Cooperative Office Education

Cooperative Office Education Objectives	English-Related Agree	English-Related Disagree
16. Distinguish between a list of discriminatory and non-discriminatory behaviors.		
17. In a class discussion, give acceptable ways to handle crises and pressure situations.		
18. Compose and type in class a letter of application and a personal data sheet with 100 percent accuracy.		
19. Complete necessary employment forms with 100 percent accuracy.		
20. Identify effective interview techniques.		
21. In a classroom discussion, explain proper job follow-up procedures.		
22. Identify reasons why communicating is important today.		
23. Given a list of situations, indicate how to say "no" courteously and retain the friendship of the inquirer.		
24. Identify the underlined parts of speech in sentences provided by the teacher.		
25. Rewrite incorrect sentences in correct form, using good sentence structure, proper words, proper punctuation, and proper capitalization.		
26. Define qualities of effective business letters.		
27. Produce within a specified time limit a thank you letter, a letter requesting information, a letter of recommendation, a letter of acknowledgment, and a letter of congratulations.		
28. Prepare interoffice memorandums, minutes, financial records, and manuscripts.		
29. Present a three-to-five minute oral report in class (evaluation based on checklist containing good oral reporting techniques).		
30. Answer orally questions related to a newspaper article read in a group situation.		
31. Complete different banking forms.		
32. Type financial statements with 100 percent accuracy.		
33. Complete employees' payroll records.		
34. Prepare federal and state income tax returns.		
35. Complete a sales commissions report, sales slip, invoice, and a payroll register using a calculating machine.		

Please continue to next page.

Cooperative Office Education

Cooperative Office Education Objectives	English-Related	
	Agree	Disagree
36. Given letters in unarranged form, produce three mailable letters in 50 minutes.		
37. Given a manuscript in rough-draft form, complete a multiple-page manuscript.		
38. Using printed forms, type requested information with 100 percent accuracy.		
39. Transcribe (from dictation at 60-70-80 words per minute) two average-length letters in mailable copy form (in class).		
40. Contribute at least one example of proper punctuation and capitalization usage for each rule.		
41. Identify a list of proofreader's marks.		
42. Locate typographical and subject-matter errors in sentences with 100 percent accuracy.		
43. Describe acceptable ways of handling office visitors and telephone calls (specific situations provided).		
44. Make all arrangements for a business trip, including travel to and from a given destination, accommodations, appointments, itinerary, expense report, and follow-up tasks.		
45. In a written report, explain the steps involved in holding a successful conference.		
46. Compose and type letters, memorandums, and reports in class (banking related).		
47. Complete banking forms (100 percent accuracy).		
48. Given necessary information, compose and type letters, accident reports, and premium invoices in class with 100 percent accuracy.		
49. Complete insurance forms (100 percent accuracy).		
50. Spell, define, and compose sentences using legal terms.		
51. Produce mailable copy from corrected copy (legal proofreader's marks used).		
52. Type a mortgage form (100 percent accuracy).		
53. Type a will (100 percent accuracy).		
54. Given a list of business transactions, handle the transactions with 100 percent accuracy.		
55. Spell and use correctly in sentences common medical terms.		
56. Type medical forms and letters.		

Please proceed to Part B.

APPENDIX D

PART A

WORD PROCESSING

Identification of English-Related Competencies Taught
in Vocational Business Programs in Louisiana

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The specific performance objectives listed below can be found in Bulletin 1699, Competency-Based Word Processing. Each of the objectives below has been identified by the researcher as having a relationship to English instruction competencies and objectives. Please read each objective below and simply indicate if you agree or disagree that the objective is English related.

Word Processing Objectives	English-Related	
	Agree	Disagree
1. Set priorities and justify personal career preference in an oral report. (Performance evaluated by checksheet.)		
2. Define terms related to human relations.		
3. Given a situation, describe relative effects of positive and negative attitudes exhibited.		
4. Given a list of written office rules or regulations and policies, correctly interpret them.		
5. Given a case study involving working toward a promotion, the promotion of a co-worker, or lack of promotion, write an acceptable method for handling the case.		
6. Given situations, explain why these situations could be considered pressure situations and suggest a way of coping with each.		
7. Given leadership positions of president and vice-president of a company and a promotional situation, assume responsibility, exhibit ability to handle confidential materials, and complete the project in class.		
8. Using a teletrainer, demonstrate ability to receive and place telephone calls correctly.		
9. Index and alphabetize a list of names.		
10. Complete forms for obtaining office supplies (100 percent accuracy).		
11. Given a number of tasks to be completed, students will be able to set priorities and complete tasks accurately.		
12. Complete class log sheets, request forms, and requests to originators.		

Please continue to next page.

Word Processing

Word Processing Objectives	English-Related	
	Agree	Disagree
13. Given a list of references, give an example of when to use each reference.		
14. Locate and correct misspelled words in sentences.		
15. Locate and correct grammatical errors in sentences.		
16. Supply alternative words for commonly used business terms.		
17. Locate trite expressions, grammatical errors, and poor choice of words in a business letter and make corrections.		
18. Supply correct punctuation and capitalization in sentences without any punctuation or capitalization.		
19. Apply hyphenation rules.		
20. Write a paragraph on the importance of critical listening, including five ways to improve listening skills.		
21. Give correct oral instructions covering all steps necessary to complete a required task correctly.		
22. Deliver an impromptu speech in class.		
23. Dictate a letter of response, demonstrating the ability to use correct grammar, proper words, and clear expressions.		
24. Type a dictated letter, using correct grammar, punctuation, spelling, capitalization, word division, and hyphenation.		
25. Demonstrate in class the ability to follow instructions in the manufacturers' manuals for the care and operation of the equipment.		
26. Given a rough draft document, follow directions, identify and use revision marks properly, and use correct form.		
27. Produce mailable letters.		
28. Transcribe recorded business letters in various styles, tabulated materials, and other types of messages.		
29. Dictate recorded responses, demonstrating proper techniques.		
30. Identify proofreading symbols.		
31. Make necessary corrections on a rough draft manuscript, using appropriate proofreader's symbols.		
32. Detect and correct errors in sentence structure, trite phrases, and long and complicated words in a paragraph.		

Please continue to next page.

Word Processing

Word Processing Objectives	English-Related	
	Agree	Disagree
33. Given recorded material, identify trite expressions and edit copy, producing mailable copy.		
34. Complete assignments using each type of reprographic equipment available.		
35. Index and code items in a list.		
36. Define terms related to records management and reprographics.		
37. Complete an operator's log sheet.		
38. Produce mailable copy from documents in longhand form.		
39. Produce mailable copy, given specification sheets and rough-draft documents.		
40. Transcribe documents from recorded media, following specific dictated instructions.		
41. Write an essay discussing advantages and disadvantages of machine transcription.		
42. Complete a dictionary check for spelling errors and make necessary corrections.		

Please proceed to Part B.

APPENDIX E

PART A

TYPEWRITING II

Identification of English-Related Competencies Taught
in Vocational Business Programs in Louisiana

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The specific performance objectives listed below can be found in Bulletin 1662, Competency-Based Business Education. Each of the objectives below has been identified by the researcher as having a relationship to English instruction competencies and objectives. Please read each objective below and simply indicate if you agree or disagree that the objective is English related.

Typewriting II Objectives	English-Related Agree	Disagree
1. Demonstrate ability to proofread and correct errors while typing a paragraph containing a variety of typewriting and related English errors.		
2. Demonstrate ability to type a variety of business letters arranged in the three basic letter styles using unarranged copy reflecting ability to make necessary corrections, address appropriate envelopes, and use correct format and punctuation specified for each letter.		
3. Demonstrate ability to type a variety of business letters containing special features (AMS, inverted paragraphs, side headings, mailing notations).		
4. Demonstrate ability to type a series of commonly used business forms (purchase order, bill of lading, and an invoice).		
5. Demonstrate ability to type in correct style a series of report problems (table of contents, 2-page report manuscript, and a 3-column statement of financial condition.		
6. Demonstrate ability to type a series of special business communications (an interoffice memo, a Desk-Fax message, a copy of phoned telegram, a letter of confirmation, and a message reply memo).		
7. Demonstrate ability to type a series of special-size letters.		
8. Demonstrate ability to type a series of memos and letters containing tables.		
9. Demonstrate ability to type tables in a variety of arrangements.		

Please proceed to next page.

Typewriting II

Typewriting II Objectives	English-Related Agree	English-Related Disagree
10. Demonstrate ability to type production reports and letters (executive letter, unbound report, letter with side heading and listed items, topbound manuscript).		
11. Demonstrate ability to type special business forms.		
12. In a simulated office situation with a business-like atmosphere, the student should be able to type various jobs in mailable form with a minimum of supervision, using common sense and judgment in completing assigned tasks, and utilizing all references and source documents available before asking questions of the teacher "boss." (Jobs are typical of those found in administrative typing positions, sales/ purchasing typing positions, finance typing positions, and executive typing positions.)		
13. In a simulated office situation with a business-like atmosphere, the student should be able to type various jobs in mailable form with a minimum of supervision, using common sense and judgment in completing assigned tasks, and utilizing all references and source documents available before asking questions of the teacher "boss." (Typing jobs are typical of those found in legal, medical, insurance, technical, and government offices.		
14. Compose and type in usable form a letter of application with all errors corrected.		
15. Demonstrate ability to think, gather information, arrange and type in usable form a personal data sheet based on personal information and job preparation.		
16. Use personal information to complete an application blank, aligning and correcting, abbreviating words when necessary to fill in the space provided.		

Please proceed to Part B.

APPENDIX F

Part B

Identification of English-Related Competencies Taught in Vocational Business Programs in Louisiana

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This section of the English-related competencies survey contains a partial listing of objectives taken from the English Language Arts Curriculum Guide (Grades 7-12), Bulletin 1795. For each of the objectives listed, please estimate the amount of time spent teaching the topic or objective during the academic year in
Simply check the appropriate column to indicate the amount of time spent. If you make frequent brief "references" to an objective throughout the year even though you may have no specific planned objective on a daily basis, check column C (1 hour or less). If you devote no time to a particular objective, check column D.

Column A	4 or more hours of instruction
Column B	2-3 hours of instruction
Column C	1 hour or less of instruction
Column D	no instruction

Please indicate what you do in your classroom.

III. Vocabulary	A	B	C	D
III-A Develops basic vocabulary				
understands the meaning of words expressing feelings				
III-B Uses context clues to determine word meaning				
uses context clues to determine the meaning of an unfamiliar word				
identifies and supplies synonyms and antonyms for words given in context				
identifies and supplies homonyms in context				
uses context clues to determine meaning of homographs (e.g. tie a bow, take a bow)				
identifies the pronoun referent (antecedent) in the same or a previous sentence				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
uses context clues to determine which meaning of a multiple-meaning word is intended				
III-C Understands the meaning of root words, prefixes, and suffixes				
identifies root words to help determine the meaning of unfamiliar words				
recognizes the change in word usage and meaning through adding adverbial, adjectival, and noun suffixes				
III-D Extends knowledge of word meanings				
determines the meaning of specialized words in content fields				
distinguishes and understands denotative and connotative meanings of words				
understands the meaning of abstract nouns				
IV. Comprehension				
IV-A Understands facts and details				
understands details and specific information in a sentence				
understands details and specific information in a paragraph				
understands details and specific information in a multi-paragraph composition				
IV-B Understands sequence of events and ideas				
perceives a pattern of ideas arranged in descriptive (spatial) order				
perceives patterns of ideas arranged in expository order (i.e. question/answer; cause/effect; induction; deduction)				
perceives patterns of ideas arranged in persuasive order (most to least important and least to most important)				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
IV-C Reads for main idea and supporting detail				
identifies the main idea (unstated)				
identifies or selects supporting details				
recognizes irrelevant details in a paragraph or composition				
IV-D Draws conclusions and inferences				
predicts outcomes from information in material read silently				
draws conclusions from information in material read silently				
demonstrates understanding of cause and effect in material read silently				
detects inferences in material read silently				
IV-E Analyzes material read				
understands and analyzes character traits, feelings, and motives in material read silently				
identifies central problem or conflict and solution in a story				
perceives implied relationships between elements within a story or selection (e.g. problem to solution, characterization)				
recognizes, analyzes, and interprets analogies to clarify meaning				
IV-F Evaluates material read				
distinguishes between fact and opinion				
recognizes the author's intent to inform, entertain, or persuade				
evaluates author's style and emotional appeal in accomplishing purpose				
detects slanted words, bias, and sarcasm in written material				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
detects the use of propaganda techniques in written materials				
recognizes fallacies of reasoning in written materials (mistaken cause-effect relationship, statistical fallacy, hasty generalization, oversimplification, ignoring the question, stereotyping)				
questions the reliability or authenticity of a source of written information				
IV-G Understands writing styles and devices				
recognizes and interprets figures of speech and figurative language in context				
V. Composition Skills				
V-A Demonstrates oral expression skills				
orally explains how to perform familiar tasks				
orally explains personal ideas in informal speaking situations				
gives messages and makes announcements and introductions orally				
researches a topic and gives an oral report				
orally defends an opinion or viewpoint using supporting ideas or reasons				
role plays an interview using standard English				
gives oral readings and reports that are fluent, smooth, and correctly phrased				
talks effectively from an outline				
adapts oral presentation to audience and purpose				
understands the nature, value, and use of group discussions, and learns effective discussion techniques				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
V-B Writes descriptively				
writes one or more paragraphs using comparison or contrast				
writes one or more paragraphs using subjective or objective description				
writes one or more descriptive paragraphs arranging details in spatial order				
writes a three- to five-paragraph descriptive essay				
V-C Writes narratively				
writes a three- to five-paragraph narrative essay about a personal experience (e.g. trips, family life)				
V-D Writes to explain				
writes an expository essay of three to five paragraphs on own or given topic				
writes a three- to five-paragraph explanation of a process				
writes an expository essay arranging ideas in a given expository order (e.g., cause to effect)				
writes a summary of an informational article or novel				
writes a research paper				
uses correct bibliographic form				
V-E Writes to persuade				
writes a paragraph expressing a viewpoint, using more than one supporting idea				
writes two or more paragraphs stating and defending an opinion on an issue of personal, social, or political interest				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
writes a persuasive letter (e.g., letter to editor, letter of complaint)				
writes a three- to five-paragraph persuasive essay				
V-F Uses functional writing skills				
makes accurate written records of messages				
completes complex forms (e.g., order blanks, checks, applications)				
writes thank-you notes, friendly letters, and invitations				
writes business letters				
writes a letter of application				
writes a resume				
V-G Organizes, edits, and proofreads to improve own writing				
develops an outline for a written composition				
selects and limits a topic for composition				
develops a thesis statement for composition				
organizes a paragraph to maintain unity and coherence				
organizes groups of paragraphs and multiparagraph compositions				
adapts writing to different audiences and purposes				
strengthens a paragraph or composition by adding transitional words, phrases, and sentences				
strengthens a paragraph by deleting nonsupporting or irrelevant material				
strengthens a paragraph by adding supporting material				
strengthens a composition by adding supporting materials				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
proofreads and edits for language structure and mechanics				
VI. Writing Mechanics				
VI-A Uses appropriate capitalization				
uses a capital letter for proper nouns (e.g., days of the week, months of the year, holidays)				
uses a capital letter for proper nouns in addresses (streets, towns, states, countries), and for names and titles of persons				
uses capital letters for names of languages, peoples, religions, religious organizations, political parties, specific clubs, and businesses				
uses capital letters for titles (books, poems, reports, stories)				
capitalizes the headings, salutation, and closing of a letter				
VI-B Uses appropriate punctuation				
uses appropriate punctuation at end of sentence				
uses a comma between day of month and year, between names of cities and states				
uses commas with words in a series				
uses commas with nouns of address				
uses a comma after last name written first				
uses commas for introductory word (e.g., yes, no, well)				
uses commas or exclamation marks with interjections to convey appropriate level of intensity				
uses commas with simple phrases and clauses in a series, appositives, and parenthetical expressions				
uses comma correctly in introductory clauses and phrases				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
uses the comma correctly in nonrestrictive clauses and phrases within a sentence				
uses commas to avoid misreading				
uses periods and commas correctly with quotation marks				
uses quotation marks to show the exact words of a speaker				
uses quotation marks for titles of articles, essays, short stories, short poems, chapters, songs, and television programs				
uses the colon with numerals for the time of day				
uses the colon in the greeting of a business letter				
uses the semicolon to separate the clauses of a compound sentence (a) when there is no conjunction, or (b) when clauses contain commas				
uses the semicolon to separate elements of a series in which elements already contain commas				
underlines words italicized in print (e.g., titles of books, plays, magazines, newspapers)				
uses a hyphen with certain compound words (e.,g., mother-in-law, twenty-one)				
uses a hyphen to syllabicate words that are divided at the end of a line				
uses the apostrophe with singular and plural possessive nouns				
uses the apostrophe with contractions				
VI-C Uses correct spelling for familiar words				
spells common school and community words (e.g., bank, mayor, hospital, teacher, cafeteria)				
spells frequently used words in the content areas				
spells frequently used and commonly misspelled words (e.g., words with ie/ei; plural form of nouns ending in "o")				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
identifies slight variations in spelling of syllables that distinguish pronunciation of words (e.g., accept/except; formerly/formally)				
VI-D Uses appropriate form in written work				
uses proper form and placement for heading, inside address, salutation, and closing of a letter				
VII. Language Structure and Usage				
VII-A Composes basic sentence types and patterns				
distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)				
distinguishes among compound, complex, and compound-complex sentences				
recognizes and corrects sentence fragments				
recognizes and corrects run-on sentences				
VII-B Uses subjects and predicates appropriately				
manipulates words, phrases, and clauses to expand or condense sentences				
makes predicate agree with subjects of varying complexity (compound subjects, collective nouns, indefinite pronouns, and in sentences beginning with there and where)				
VII-C Composes phrases and clauses				
recognizes and uses verbal phrases (participials, gerunds, and infinitives)				
recognizes and uses dependent and independent clauses in sentences				
recognizes and uses noun, adjective, and adverbial clauses in sentences				
recognizes and uses restrictive and nonrestrictive clauses in sentences				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
recognizes and corrects misplaced modifiers				
recognizes and corrects dangling participles				
recognizes and corrects faulty subordination and faulty parallelism				
VII-D Uses nouns, pronouns, verbs, adverbs, and adjectives appropriately				
uses appropriate form of singular and plural possessive nouns				
uses the appositive in a sentence				
forms and uses adverbs correctly				
uses appropriate verb tense (present and past)				
uses appropriate inflectional endings to express verb tense and number (ing, ed, s, es, d, t) in context				
uses comparative and superlative forms of adjectives appropriately (e.g., fewer, fewest, better, best, etc.)				
recognizes parts of speech: nouns, pronouns, verbs, adjectives, adverbs				
recognizes linking verbs				
distinguishes between transitive and intransitive verbs				
distinguishes between the active and passive voices of transitive verbs				
recognizes the function of verbals and verbal phrases				
uses the indicative, subjunctive, and imperative moods of a verb				
uses a, an, and the appropriately				
uses singular and plural possessive pronouns: my, mine, his, her, hers, our, ours, their, theirs, your, yours				
uses appropriate subject pronouns: I, we, he, she, it, you, they				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
uses the appropriate demonstrative pronoun: this, that, these, those				
uses appropriate object pronouns: me, him, her, us, them				
makes pronoun (definite and indefinite) and antecedent agree				
VII-E Uses conjunctions and prepositions appropriately				
recognizes connecting words as coordinating conjunctions				
recognizes and uses correlative conjunctions in sentences				
recognizes and uses subordinating conjunctions				
VIII. Study Skills				
VIII-A Demonstrates library skills				
selects books on a specific topic				
uses card catalog to locate book titles, authors, number of pages, and call numbers				
identifies reference materials in the library				
uses library resources efficiently to obtain information				
VIII-B Uses reference materials and media to obtain information				
extracts needed information from the index and glossary of a book				
reads, understands, and uses graphic material: maps, charts, graphs, diagrams, tables, schedules				
uses various audio and/or visual media to obtain information				
uses various periodicals (newspapers, magazines) as reference sources				
locates information in a telephone directory				

A=4+ hours B=2-3 hours C=1 hour D=none

	A	B	C	D
uses the thesaurus to locate synonyms and antonyms				
understands and locates information in various reference books (e.g., atlas, almanac, Reader's Guide to Periodical Literature)				
VIII-C Demonstrates dictionary skills				
uses the dictionary to locate, select, and verify word meaning in context				
uses the dictionary for multiple meanings				
uses the dictionary for correct word spelling				
interprets pronunciation key, diacritical markings, and accents in the dictionary				
VIII-D Uses effective study strategies				
listens attentively				
uses effective study strategies (e.g., SQ3R: survey, question, read, recite, review)				
applies a problem-solving approach to assignments and independent study; identifies problem, gathers information, devises possible solutions, selects option, uses option, evaluates				
takes notes from a written source, audiovisual source, or lecture				
adjusts reading rate to materials and purpose				
VIII-E Follows oral and written directions				
follows three-step oral directions				
follows multiple-step written directions (more than three steps)				

Please use the business reply envelope and return both Part A and Part B.

Thank you for your assistance!

If you have misplaced the business reply envelope, please return to:

Dr. Betty A. Kleen
P. O. Box 2042
Nicholls State University
Thibodaux, LA 70310

APPENDIX G

Nicholls State University

August 20, 1987

Dear Louisiana Business Teacher:

A number of weeks ago you were contacted concerning a research project designed to identify English-related objectives being taught in Business Education courses in the Louisiana public schools. This project is funded by the State Department of Education and is being directed at Nicholls State University. The survey instruments have been prepared, and feedback is needed from you.

You have been identified through State Department of Education records as a teacher of COE, and we need information as to what English-related objectives you include in COE. (Even though you may not be teaching this particular course during the 1987-88 academic year, please give us your feedback as to how your class was designed the last year you taught this particular course.)

The survey instrument is in two parts. Part A contains a list of COE objectives taken from existing business education curriculum guides. Please read each objective and simply indicate whether you agree or disagree that it is English related.

Part B contains a partial listing of objectives taken from the existing English Language Arts Curriculum Guide. For each objective, indicate the amount of time you spend on the objective in your COE class. Please indicate time spent in COE class only--no other business courses should be included.

Your feedback is vital in this project. The rest of the educational community needs to be made aware of the amount of English-related instruction being provided in various business courses. In addition to a report submitted to the State Department of Education, an Executive Summary of the report will be made available to all public high schools in the state as a way of sharing the results.

So that the next stage of the project may proceed on schedule, will you please return your completed survey by September 11.

Sincerely,

Betty A Kleen

Betty A. Kleen, Ed.D., CPS
Associate Professor

P.S. As a means of thanking you for the time you spend filling out the survey, your principal will receive a note commending you for participating in this important research project.

Administrative Services and Vocational Business Education • P.O. Box 2042 • Thibodaux, LA 70310 • (504) 448-4245

APPENDIX H

Nicholls State University

September 18, 1987

Dear English Teacher:

A few weeks ago you were contacted concerning a research project designed to identify English-related objectives being taught in Business Education courses in the Louisiana public schools. This project is funded by the State Department of Education and is being directed at Nicholls State University. An important part of this research project involves determining if English teachers and business teachers agree concerning English-related objectives.

As an English teacher in the secondary schools, you can play an important part in validating objectives business teachers have identified as English-related. The survey instruments enclosed with this letter were distributed to selected business teachers across the state. Feedback has been received from these teachers, and now your reaction to these objectives is needed.

There are instruments enclosed related to five business courses: Shorthand I, Typewriting II, Word Processing, Clerical Office Practice, and Cooperative Office Education (COE). For each objective listed please indicate whether or not you view it as an English-related objective.

So that additional phases of the project may continue on schedule, will you please complete the instruments and return them in the business reply envelope by October 2, 1987.

Sincerely,

Betty A Kleen

Betty A. Kleen, Ed.D., CPS
Associate Professor and
Project Director

enclosures

P.S. I plan to send a note to your principal commending you for assisting in this important project. It's just a little extra way I can acknowledge the time and effort you expend in assisting me.

Administrative Services and Vocational Business Education • P.O. Box 2042 • Thibodaux, LA 70310 • (504) 448-4245

APPENDIX I

LOUISIANA EDUCATORS ASSISTING WITH THE ENGLISH-RELATED COMPETENCY STUDY

Dr. Betty A. Kleen, Project Director
Department of Administrative Services and
Vocational Business Education
Nicholls State University
Thibodaux, LA 70310
(504) 448-4191

ADVISORY COMMITTEE

Dr. Sallye Benoit
Department of Administrative Services
and Vocational Business Education
Nicholls State University

Dr. Anita Tully
English Department
Nicholls State University

Mrs. Ruth W. Hennessy
Business Teacher
Comeaux High School
Lafayette, LA

SECONDARY BUSINESS TEACHERS

Mrs. Zella Rowe
Church Point High School

Mrs. Wilda Stringer
Crowley High School

Mrs. Johnnie Crawford
Booker T. Washington High School

Mr. Henry M. Jackson
Ringgold High School

Mrs. Nina H. Morrison
Southwood High School

Ms. Linda Burnham
DeQuincy High School

Mrs. Virginia F. Beard
Block High School

Ms. Sandra King
Tara High School

Mrs. Claudia Adams
Crowley High School

Mrs. Irma Nielson
Kinder High School

Ms. Maxine C. Burrs
Bunkie High School

Ms. Patricia Fullerton
Northwood High School

Mrs. Mary U. LaFleur
A. M. Barbe High School

Ms. Margie McInnis
Sulphur High School

Ms. Ann McKinney
Central Senior High School

Mrs. Helen Millikin
Lake Providence High School

Mrs. O'Ree J. Gore
Caldwell Parish High School

Mrs. Audrey J. Viator
Jeanerette High School

Mrs. Sheila Borne
Bonnabel High School

Ms. Joye Fellows
Grace King High School

Mrs. Evelyn B. Broussard
Lake Arthur High School

Mrs. Leonora T. Lutgring
Acadiana High School

Ms. Carole Chandler
Northside High School

Mrs. Shirley Bonvillain
Thibodaux High School

Mrs. Sandra G. Hester
LaSalle High School

Mrs. Paula H. Miley
Denham Springs High School

Ms. Marine H. Nobile
St. Amant High School

Mrs. Joyce D. Bell
Alcee Fortier High School

Mrs. Bobby J. Coaker
Pineville High School

Mrs. June Chapman
Mangham High School

Ms. Carla D. Deckelmann
Andrew Jackson High School

Ms. Judy Hensley Cooper
Hahnville High School

Mrs. Kathleen Audiffred
East St. John High School

Mrs. Mary Meullion
Opelousas Sr. High School

Mrs. Margie Whittington
Mamou High School

Mrs. Rosamond M. Nicolosi
Plaquemine High School

Ms. JoAnn Delger Jambon
John Ehret High School

Mr. Douglas Marks
Riverdale High School

Ms. Darlene Kyle
Welsh High School

Mrs. Dixie Lee Linkhart
Lafayette Parish Voc. Center

Mrs. Pamela Kilgore
Central Lafourche High School

Ms. Delores Bradford
Jena High School

Mrs. Barbara Kirkland
Ruston High School

Mrs. Juanita A. Zachary
Live Oak High School

Mrs. Eleanor L. Sheppard
Marion Abramson High School

Mrs. Frances Olinde
Rougon High School

Mrs. Janis J. Mullins
Delhi High School

Ms. Kathy Gonzales
P. G. T. Beauregard High School

Miss Evelyn C. Wallace
Destrehan High School

Mrs. Mildred Matherne
Lutcher High School

Mrs. Sheila DeRouen
Eunice High School

Mrs. Sandra S. LeBlanc
Berwick High School

Mrs. Carolyn A. Fenn
Morgan City High School

Mrs. Linda H. Cousin
Mandeville High School

Mrs. Myra Starr
H. L. Bourgeois High School

Mrs. Martha W. Till
Linville High School

Mr. Michael O. Guidry
Kaplan High School

Ms. Mary V. Hodgeson
St. Amant High School

Ms. Joanette Dunn
Covington High School

Ms. Karen Palermo
Sam Houston High School

Ms. Myrna Folse
South Terrebonne High School

Mrs. Judith M. Guidry
Abbeville High School

Mrs. Libby Watkins
Sibley High School

Mrs. Juanita H. Moore
Winnsboro High School

SECONDARY ENGLISH TEACHERS

Ms. Donna B. Helo
Rayne High School

Ms. Rhonda McGrew
St. Amant High School

Ms. Charlene Wyche
Calcasieu Parish

Ms. Margaret Farr
Plaquemine High School

Ms. Margaret Peak
Walker High School

Ms. Louise DeJean Woods
Port Barre High School

Ms. Judith G. Lacour
St. Paul's High School

Ms. Lois K. Wilkerson
Waterproof High School

Ms. Patty Mitchell
Evangeline Parish

Ms. Evelyn R. Melancon
Morgan City High School

Ms. Theresa DePrato
Donaldsonville High School

Ms. Maud Hendrix
Bunkie High School

Ms. Shirley Singleton
Glen Oaks High School

Ms. Ruby G. Ray
Lake Arthur High School

Ms. Janis P. Hill
Ouachita Parish High School

Ms. Cynthia Gathe
Breaux Bridge High School

Ms. Beverly Chatellier
Hammond High School

Ms. Gery Benton
Carroll High School

Mrs. Anne Granier
Thibodaux High School

Ms. Bennie Sue Hebert
Vermillion Parish